**St. Bernadette’s RC PS**

**Improvement Plan**

# St bernadette's logo

**2017-18**

St. Bernadette’s RC Primary is a denominational school serving Alva, Menstrie and Tullibody. We are situated at the foot of the Ochil Hills with views of Stirling Castle and the Wallace Monument from our playground. We have strong links to our parish and local community. The school roll in August 2017 will be 135. Our associated denominational high school is St. Modan’s RC High School.

**School Ethos and Aims**

Our ethos is rooted in our Faith. All members of our school community are encouraged to live the Gospel Values, loving and supporting each other while striving to develop our unique gifts and abilities. We aim to enable each of our children to achieve their God – given potential.

Our vision for our children is that they;

* develop the skills for learning, life and work that they will need to thrive in the workplace;
* develop a strong connection to their environment and a determination to contribute to it;
* are empowered to make choices that enhance their health and wellbeing throughout their lives.

Our School Improvement Priorities link closely to our vision and have been created in light of

* self-evaluation information from parents, children and staff
* quality assurance processes
* assessment data
* Curriculum for Excellence.

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| **ACTION PLAN** | | | | |
| **Cluster/School**  **Lornshill Cluster/ St Bernadette’s RC PS** | | | **Total PEF Allocation**  **£4000** | **Links to SAC**  **Literacy/Numeracy** |
| **Headteacher/Manager**  **N McElroy** | **Accountable Person**  **L Cooper** | **Improving Outcomes Manager**  **J Rough** | | **RAG status** |

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| **Outcome (transformational)** | | | | | |
| **Proposed intervention**  Learning and teaching across all stages of the school will be consistent and progressive, involving parents and partners, resulting in raised attainment in Literacy and a reduction of 10% in the attainment gap.  We will ensure consistency and progression through:   * Building on a successful trial of phonics based programmes in session 2016-17 * Extensive training for new staff (at least half of our teachers) * Engaging parents through sharing the learning events and workshops * Making literacy learning more play-based and experiential at all stages * Focusing on closing the vocabulary gap through a structured, whole school approach * Providing more one-to-one and small group support through employing 0.1FTE of a support assistant * Staff moderation of planning, delivering and assessing literacy lessons * Regular assessments of literacy learning | | | | | |
| **Rationale for this proposal**  *Why are you doing this? What evidence do you have that this intervention is required? Is this a cluster or individual school proposal? Who has been consulted?* | | | | | |
| Analysis of our school’s October 2016 CEM data shows that 37% of pupils in SIMD 1 & 2 and 20% of pupils in SIMD 3-10 of pupils in P3, P5 and P7 are not achieving an average standardised score in Reading.  To address this, in August 2016, we began a trial of two structured phonics programmes to raise attainment in Literacy.   * The first programme targeted the development of phonics in P1-3 pupils. In March 2016, 38% of our P1 children were able to blend confidently and consistently. In March 2017, after following the   trial phonics programme, this number had risen to 82%.   * The second programme targeted children in P4-7 who were struggling with literacy due to their shaky grasp of phonics. In March 2016, the average standardised NGRT scores of our P4 and P7 children were 94 and 93 respectively.In March 2017, the averages had risen to 103 and 102. We also saw a decrease in the number of children with below average scores.   In our consultation on PEF expenditure with staff, children and parents, they were very clear that they value both programmes and want us to build on this year’s successful trial. Unfortunately, the school is losing three of the five teachers who have experience of these structured phonics programmes. In order to ensure that we can close the equity gap using these interventions, we will need to buy in training for the new staff members.  Our work in engaging parents with the phonics programmes through workshops and sharing the learning sessions resulted in parents reporting that they feel empowered and upskilled in supporting their child’s Literacy learning. We believe that the evidence collated in the Scottish Attainment Challenge Learning and Teaching Toolkit by the Education Endowment Foundation supports this plan as it indicates that one to one tuition, phonics, small group tuition, parental involvement, individualised instruction and homework all have a positive impact on children’s attainment (<https://scot.educationendowmentfoundation.org.uk/>). These interventions are all key to the success of our phonics trial and will integral to closing the attainment gap in literacy for our children.  Work in Clackmannanshire has identified the vocabulary gap as being a significant barrier to our children’s learning in literacy. By using more experiential and play-based learning, we hope to provide contexts that are more engaging as we implement a whole-school approach to vocabulary extension. We will also be using the whole class sets of picture books, novels, poetry books and reference texts that we purchased last year in an attempt to make vocabulary extension part of home learning. | | | | | |
| **NIF Priority** | | **NIF Driver(s)** | | **HGIOS 4 QIs** | |
| Improvement in literacy and numeracy  Closing the gaps | | School Improvement  Assessment of Children’s progress  Performance Information  Parental Engagement | | 1.2 Leadership of Learning  2.3 Learning, teaching and assessment  2.5 Family Learning  3.2 Raising Attainment and Achievement | |
| **Start date** | **Time allocation** | | **Progress review date** | | **Completion date** |
| August 2017 |  | | February 2018 | | June 2020 |

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| **Outcomes** (What do you want to achieve and by when – e.g. short, medium and long term goals?) | **Success criteria** (Improved outcomes for pupils) | | |
| **Impact** | | **Measurement Plan** |
| **Short**  Play-based learning will be prioritised at the Early and First Levels with an emphasis on the vocabulary gap and phonological awareness.  Support staff and teachers will undergo training on the structured phonics programmes for all P1-3 and targeted P6 & 7 children.  Moderation of planning and team teaching will allow teachers to plan and deliver engaging literacy learning activities.  Families are supported in home learning through workshops and sharing the learning sessions. They will also be invited to participate in class-based literacy learning activities.  **Medium**  Extra one-to-one support is provided to children in SIMD 1 &2 who are not making the expected progress.  Further staff training ensures that the momentum of the programmes is maintained.  Attainment of targeted pupils will have been increased.  **Long**  The attainment gap has narrowed  Attainment has risen for all pupils | *What is the intended impact for children and young people?*  Children experience more engaging learning activities  The pace of learning will be faster and children will be supported to ‘keep up’ rather than ‘catch up’.  Children will experience consistent approaches to the teaching of literacy  Children experience more effective support from parents  Children in SIMD 1 & 2 are more effectively supported  Children will experience consistent approaches to the teaching of literacy  Attainment raised by 5%  The gap in attainment between children in SIMD 1 & 2 and those in SIMD 3-10 will have reduced by 10%  Attainment raised by 10% | *What evidence will you be gathering to measure impact?*   * Quality Assurance processes * Staff/ pupil feedback * Regular assessments * Family feedback * Tracking and monitoring meetings * Timetables * Quality Assurance processes * Staff/ pupil feedback * Regular assessments * Tracking and monitoring meetings * Timetables * NGRT * Teachers’ professional judgements * NGRT * Teachers’ professional judgements | |
| **Challenges** (What might hinder success?) | **Solutions** | | |
| New staff team unfamiliar with the programmes  Engaging parents | Training days  Enthusiasm for the trial programmes | | |

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| **Resources** (What you need to do this job:, people, budget, support from the centre) | | | |
| **Phonics CLPL £3000**  **0.1FTE Support for Learning Assistant £1500** | | | |
| **Specific Tasks** | **Responsibility** | **By when** | **Ongoing evaluation** |
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| **Overall Evaluation** | | |
| **Progress** | **Impact** | **Evidence** |
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| **ACTION PLAN** | | | | |
| **Cluster/School**  **Lornshill Cluster/ St Bernadette’s RC PS** | | | **Total PEF Allocation**  **£4850** | **Links to SAC**  **Literacy/Numeracy**  **Leadership of learning** |
| **Headteacher/Manager**  **N McElroy** | **Accountable Person**  **D Morgan** | **Improving Outcomes Manager**  **J Rough** | | **RAG status** |

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| **Outcome (transformational)** | | | | | | |
| **Proposed intervention**  Learning and teaching across all stages of the school will be consistent and progressive, involving parents and partners, resulting in raised attainment in numeracy and mathematics and a reduction of 10% in the attainment gap.  This increase in consistency and progression in teaching and rise attainment will be achieved through   * Working collaboratively with colleagues in Lornshill Cluster Numeracy & Maths Group * Participating in cluster-based CLPL on numeracy & maths teaching * Participating in cluster-based CLPL on mentoring and coaching in numeracy & maths * Contributing to the employment of a Lornshill maths specialist teacher in order that we can have weekly visits during which the maths specialist will   + work with support assistants to build capacity in tutoring pupils   + work with targeted pupils to develop their numeracy and maths skills   + teach alongside class teachers to develop capacity   + plan with class teachers to ensure consistency and progression * Employing a support for learning assistant to provide 1-2-1 and small group support * Our Principal Teacher using her recent training on Maths Recovery with targeted pupils * Our Principal Teacher sharing her learning on Maths Recovery with class teachers * Promoting experiential maths learning through the purchase of concrete materials and maths games * Promoting home learning through our digital literacy programme including software such as Sumdog * Supporting parents through maths homework workshops and sharing the learning sessions | | | | | | |
| **Rationale for this proposal**  *Why are you doing this? What evidence do you have that this intervention is required? Is this a cluster or individual school proposal? Who has been consulted?* | | | | | | |
| Analysis of our school’s October 2016 CEM data shows that 40% of pupils in SIMD 1 & 2 and 23% of pupils in SIMD 3-10 are not achieving an average or above average standardised score in General Maths.  There is an existing numeracy development team across the cluster that is working to develop a consistent progression in Numeracy from 3-18. Half of our teachers will be new to the school and the cluster in August 2017 so there is a real need to ensure that we are working collaboratively with school and cluster colleagues to build their knowledge, understanding and skill in using the Benchmarks.    Our consultation with pupils, parents and pupils through conversations and questionnaires shows that all stakeholders support the purchase of concrete materials and games to promote experiential and play-based learning in numeracy and maths. Most parents and staff supported expenditure on working with a maths specialist teacher. All stakeholders supported the provision of one-to-one and small group support.  Evidence collated in the Scottish Attainment Challenge Learning and Teaching Toolkit by the Education Endowment Foundation shows that one to one tuition, small group tuition, digital technology, parental involvement, individualised instruction and homework all have a positive impact on children’s attainment (<https://scot.educationendowmentfoundation.org.uk/>). | | | | | | |
| **NIF Priority** | | **NIF Driver(s)** | | **HGIOS 4 QIs** | | |
| **Improvement in literacy and numeracy**  **Closing the gaps** | | **School Improvement**  **Assessment of Children’s progress**  **Performance Information**  **Parental Engagement** | | **2.3 Learning, teaching and assessment**  **2.5 Family Learning**  **3.2 Raising Attainment and Achievement** | | |
| **Start date** | **Time allocation** | | **Progress review date** | | **Completion date** |
| **August 2017** |  | | **February 2018** | | **June 2020** |
| **Outcomes** (What do you want to achieve and by when – e.g. short, medium and long term goals?) | | | **Success criteria** (Improved outcomes for pupils) | | |
| **Impact** | | **Measurement Plan** |
| **Short**  Our targeted children, and their teachers, are working effectively with the Lornshill Maths specialist teacher.  Moderation of planning, delivery and evidence re maths topics will ensure greater awareness of progression and of the benchmarks.  All staff are more confident in planning and delivering learning activities that involve play and experiential learning.  Staff are using agreed lesson structure to ensure that learning activities are more engaging and more effective.  Medium  Attainment of targetedpupils has increased.  Parents are more involved and confident in supporting their children with, numeracy home learning tasks  Staff are working more confidently with the progression framework and the Benchmarks  Long  The attainment gap will have narrowed  The attainment of all children will have risen in maths and numeracy  Children enjoy maths and numeracy activities more  Moderation of planning has resulted in a more robust progression in the maths and numeracy curriculum | | | *What is the intended impact for children and young people?*  Targeted children are receiving appropriate support.  Children will experience learning activities that are appropriately challenging  Children at all stages have opportunities to learn through play and experiential learning activities.  Children are experiencing a more consistent approach in numeracy and maths learning activities.  Raised attainment  Children are supported in home learning by parents who feel more confident.  Children's progress is more accurately assessed.  The gap in attainment between children in SIMD 1 & 2 and those in SIMD 3-10 will have reduced by 10%  Children are experiencing more engaging activities  Children are challenged appropriately | | *What evidence will you be gathering to measure impact?*   * Pupil and staff questionnaires including Likert Scales * Planning meetings * Quality Improvement processes * Timetables * CAT night CLPL feedback * Phased assessments and teachers' professional judgements * Pupil, parent & family questionnaires including Likert Scales * Attendance at shared learning events * Phased assessments and teachers' professional judgements * Pupil and staff feedback |
| **Challenges** (What might hinder success?) | | | **Solutions** | | |
| New team, some members have not planned or delivered CfE numeracy and maths previously  Parental engagement | | | CAT work, collegiate planning and moderation of planning, support from Lornshill staff member  Vary time of day of engagement events  Involve parents & children in planning & delivery  Cater some events e.g. pizzas at teatime workshop | | |

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| **Resources** (What you need to do this job: people, budget, support from the centre) | | | | | |
| Contribution to employment of Maths specialist teacher from Lornshill Academy £4000  0.1FTE Support Assistant £1500  Concrete materials for experiential learning £1000  Sumdog software and training £350 | | | | | |
| **Specific Tasks** | **Responsibility** | **By when** | **Ongoing evaluation** |
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| **Overall Evaluation** | | |
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| **ACTION PLAN** | | | | |
| **Cluster/School**  **Lornshill/St Bernadette’s RC PS** | | | **Total PEF Allocation**  **£9000** | **Links to SAC**  **Children, families and communities** |
| **Headteacher/Manager**  Nuala McElroy | **Accountable Person**  Debbie MacLeod | **Improving Outcomes Manager**  Jane Rough | | **RAG status** |

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| **Outcome (transformational)** | | |
| **Proposed intervention**  To raise attainment through a programme of targeted interventions that promote our children’s wellbeing and readiness to learn.  We will develop our children’s wellbeing and readiness to learn through:   * using Education Scotland’s draft nurture framework to audit our current adoption of nurture principles; * working with our educational psychologist, pupils and families to co-create a nurture framework with our new staff team; * raising awareness of parents and staff re nurture and sensory issues, their impact on behaviour and ways to support our children; * grounding our nurturing approaches in our Gospel Values and commitment to our vision of our school as a family; * provision of a nurture space where children can work on a one-to-one or small group basis to develop social skills; * provision of resources that support children with sensory issues; * employment of a support assistant, 0.2 FTE, to support our nurture policy; * moderation of staged intervention documentation at school and cluster level; * working with cluster colleagues to promote team around the family interventions when children attended more than one cluster establishment; * working with cluster colleagues to ensure that our families have access to all possible sources of support especially Third Sector organisations.   Our cluster is establishing protocols to promote team around the family interventions when a family’s children attend more than one cluster establishment to ensure that there is a streamlining of approaches to ensure best outcomes. This plan will reduce the need for families to attend several meetings at different establishments across the cluster, allowing for them to be more empowered participants in the planning for their young people. The plan will also ensure, through improved communication and information sharing, that families have access to the widest range of supportive interventions available. | | |
| **Rationale for this proposal**  *Why are you doing this? What evidence do you have that this intervention is required? Is this a cluster or individual school proposal? Who has been consulted?* | | |
| Within our school, the ethos is calm and purposeful with almost all children ready to learn. However, there are children who have barriers to learning that impede their progress and, in some cases, negatively impact on the learning of their peers. We have, with the help of our partners in Occupational Therapy, identified a cohort are experiencing sensory processing issues. We are creating a sensory room in which they will complete sensory circuits regularly throughout the day. By helping children to develop skills in self-regulation, we aim to help them to enjoy longer periods of stillness and concentration while their peers experience fewer disruptions.  Our commitment to co-creating a nurture framework with our new staff team, our partners, parents and pupils reflects our determination to meet the needs of all of our children; to meet The Charter for Catholic Schools expectation that we have ‘an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God’. We are also following the advice of Education Scotland: ‘A whole school Nurturing Approach is a helpful framework for schools to enhance their knowledge and understanding of how all children and young people develop and learn whilst focusing on those who need specific targeted support.’  (<https://education.gov.scot/improvement/Pages/sacfi2b-Whole-School-Nurturing-Approaches.aspx>)  Our consultation with parents, pupils and parents shows that this is a shared priority for our school community. | | |
| **NIF Priority** | **NIF Driver(s)** | **HGIOS 4 QIs** |
| Improvement in children and young people's health and wellbeing | Teacher Professionalism  Parental Engagement  School Improvement | 2.1 Safeguarding & Child Protection  2.4 Personalised Support  2.5 Family Learning  2.6 Transitions  3.1 Ensuring wellbeing, equality and inclusion |

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| **Start date** | **Time allocation** | **Progress review date** | **Completion date** |
| August 2017 |  | October 2017 | April 2018 |

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| **Outcomes** (What do you want to achieve and by when – e.g. short, medium and long term goals?) | **RAG Status** | **Success criteria** (Improved outcomes for pupils) | |
| **Impact** | **Measurement Plan** |
| **Short**  Staff contribute to the cluster Team Around the Family protocol  A sensory room is prepared and equipped in conjunction with our occupational therapist  Staff training on sensory circuits is delivered by our occupational therapist  Staff training on nurture is delivered by our educational psychologist  Staff co-create, with pupils, families and partners, a draft school nurture framework |  | *What is the intended impact for children and young people?*  Cluster co-creation of a protocol leading to enhanced communication with cluster colleagues  Improved access to appropriate intervention and support  Staff confidence is increased and skills improved  Our children experience a greater consistency in the nurturing approaches of staff  Our children feel empowered and communication within our community is enhanced | *What evidence will you be gathering to measure impact?*   * A coherent and manageable protocol in place * Staff questionnaires including Likert Scales * Pupil, family, partner and staff questionnaires including Likert Scales |
| **Medium**  Consultation and information sharing re the cluster Team Around the Families protocol  Staff feel more confident and skilled in implementing our draft nurture framework  Teachers, support staff, partners and families are working effectively to ensure targeted pupils are receiving more intensive and appropriate support re sensory issues  All classes have an increase in uninterrupted learning time |  | Cluster children and young people receive more cohesive support  All children experience consistent and effective nurturing  Identified pupils feel happier, calmer and more ready to learn  All children experience fewer interruptions | * Levels of attendance, exclusions and latecoming * Attendance of families at meetings * Pupil, staff and family questionnaires including Likert Scales * Running record of classroom interruptions * Staged Intervention records and assessments * Attainment data |
| Long  Improved support for families with consistent approaches across the cluster  Improved support for our children with social, emotional, sensory and behavioural barriers to learning  Attainment Gap narrowed as identified children are more ready to learn |  | Children experience ‘seamless’ transitions between cluster establishments in terms of support  Identified children are spending more time on learning activities, working with their peers  Identified children achieving success and growing more confident | * Levels of attendance, exclusions and latecoming * Attendance of families at meetings * Pupil, staff and family questionnaires including Likert Scales * Running record of classroom interruptions * Staged Intervention records and assessments * Attainment data |
| **Challenges** (What might hinder success?) | | **Solutions** | |
| Families remain reluctant to engage  Identifying families, with different surnames etc  Differing staff expectations re nurturing approaches and the responsibilities of all staff to support children  Engaging parental support | | Minimising the number of professionals meeting with the family  Reduce the number of meetings they are required to attend  Seeking the family views on who they'd like to attend  Ensuring that the communication across the teams is good  CLPL for all staff members  Quality Assurance  PRD  Involving families in agreeing the school’s nurture framework | |

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| **Resources** (What you need to do this job:, people, budget, support from the centre) | | | |
| Nurture room joinery work and furniture and sensory equipment £5500  0.2FTE Support Assistant £3000  Playground games equipment £500 | | | |
| **Specific Tasks** | **Responsibility** | **By when** | **Ongoing evaluation** |
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| **Overall Evaluation** | | |
| **Progress** | **Impact** | **Evidence** |
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| **ACTION PLAN** | | |
| **Cluster/School**  Lornshill Learning Community/  St Bernadette’s RC PS | **Total PEF Allocation**  £ 7000 | **Links to SAC**  Learning & teaching  Families & communities |
| **Headteacher/Manager**  **Nuala McElroy** | **Accountable Person**  Kirsty McDonald | **Improving Outcomes Manager**  **Jane Rough** |

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| **Outcome (transformational)** | | |
| **Proposed intervention**  Children will develop their creativity skills, digital literacy and employability skills through the four contexts of learning.  Staff will work in partnership with parents and local organisations to develop the curriculum in order to promote these skills through   * Vertical groups that promote the acquisition and application of practical skills * The development of IT at all stages * The promotion of growth mindsets * The development of pupil leadership * Links to the construction of the proposed Tullibody South Campus | | |
| **Rationale for this proposal**  *Why are you doing this? What evidence do you have that this intervention is required? Is this a cluster or individual school proposal? Who has been consulted?* | | |
| Our school’s vision statement, developed in consultation with pupils, staff and parents, states that we want our children to develop the skills for learning, life and work that they will need to succeed. This intervention is aimed at providing our children with the skills they will need to succeed in 21st century employment.  This action plan relates to our cluster’s action plan to create a curriculum framework and skills progression that reflects the community in which our children and young people are living. The level of income and employment deprivation in Clackmannanshire is higher than in Scotland as a whole. The average working age employment rate is 66.4%, which is below the national average of 72.5%. Unemployment rates are 11.3%, higher than the Scottish average of 6.6%. (<http://www.clacksweb.org.uk/document/5129.pdf>) Therefore, it is incumbent on all educators in Clackmannanshire to equip our children with the skills they need for learning, life and work.  The opportunity afforded by the construction of a new St Bernadette’s RC school, affords an opportunity for learning about technologies and employability skills that should not be ignored.  In July 2015 the Scottish Government commissioned an independent literature review on the impact of digital technology on learning and teaching. The review specifically looked at the potential for digital technology to support and contribute to five educational priorities:  1. raising attainment;  2. tackling inequalities and promoting inclusion;  3. improving transitions into employment;  4. enhancing parental engagement; and  5. improving the efficiency of the education system.  Nearly 1,000 items of literature were collected from academic, professional and governmental sources. A sift to determine relevance was then carried out and 217 sources of literature formed the basis of the review.  The review concluded that if there is sufficient access to equipment, tools and resources and if there is sufficient training and support for educators, then digital technology can have a positive impact on all five of the educational priorities in question. In particular there was:   * conclusive evidence that digital technologies can support educational attainment in general (and in maths and science subjects particularly); * indicative evidence that it can support educational attainment in literacy and help close the gap in attainment between groups of learners; and * promising evidence that digital technologies can provide assistance to overcoming the challenges faced by some learners; improvements in employability skills and knowledge of career pathways; improved communications with parents; and time efficiencies for teachers. | | |
| **NIF Priority** | **NIF Driver(s)** | **HGIOS 4 QIs** |
| Improvement in employability skills and sustained, positive  school leaver destinations for all young people | School leadership  Teacher professionalism  Parental engagement | 2.7 Partnerships  3.2 Raising attainment and achievement  3.3 Creativity and employability |

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| **Start date** | **Time allocation** | **Progress review date** | **Completion date** |
| **August 2017** | **3 years** | **October 2017** | **June 2020** |

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| **Outcomes** (What do you want to achieve and by when – e.g. short, medium and long term goals?) | **RAG Status** | **Success criteria** (Improved outcomes for pupils) | |
| **Impact** | **Measurement Plan** |
| **Short**   * Staff will gain a greater awareness of creativity and employability skills * Staff’s skills in planning learning   opportunities to develop children’s creativity and  employability skills will be enhanced   * Staff’s skills in planning learning   opportunities to develop children’s digital literacy will be enhanced |  | *What is the intended impact for children and young people?*   * Staff will be more confident in planning a wide range of experiences for learners to develop creativity and employability skills and digital literacy | *What evidence will you be gathering to measure impact?*   * Staff questionnaires – including Likert scales * Planning meeting notes * CAT night evaluations |
| **Medium**   * Our children experience a wide range of learning opportunities that promote creativity and employability * Children have a greater awareness of creativity and employability skills * Children are able to identify creativity and employability skills being developed and applied in learning activities * Children are more confident in their use of digital technology across the curriculum * Staff’s skills in identifying IDL opportunities for developing children’s digital literacy abd creativity and employability skills will be enhanced * Parent’s confidence in the use of digital technology for learning will have been increased through parent workshops * Parents will be more engaged in the life and work of the school through their involvement in the planning and delivery of vertical groups skills programmes |  | * Children will be more engaged in active learning lessons. * Children’s creativity and employability skills and digital literacy are being developed in a wide range of learning activities across the curriculum * Children will be able to talk confidently about creativity and employability skills and digital literacy | * Pupil, parent & staff questionnaires – including Likert scales * Planning meeting notes * Planning folders * Parental attendance at workshops * Number of parents & partners involved in vertical groups |
| **Long**   * Children’s confidence and competence in using digital technology for learning will have increased * Family learning will be promoted through staff, pupils and parents working together on home learning opportunities using digital technologies eg Sumdog, Glow * Staff will ensure that long-term planning for the vertical groups skills programmes incorporates the principles of curriculum design with a focus on progression * Children gaining confidence through achieving success in a wider range of learning contexts e.g. gardening, cooking etc |  | * Children will develop literacy and numeracy through home learning activities involving IT * Children will be supported in home learning by parents who feel confident in using IT * In subsequent years, children will be building on prior learning gained in 2017-18 * Children will enjoy greater independence in using IT | * % children using Glow, Sumdog, Linguascope etc at home and in school * Pupil, parent & staff questionnaires – including Likert scales * Attainment in literacy and numeracy |

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| **Resources** (What you need to do this job:, people, budget, support from the centre) |
| Tablet academy £3000  7 x iPads + cases + etching + licences £1935  Sumdog licence + training £365  Resources for vertical groups e.g. ingredients, seeds, tools etc £1200  Resources for family engagement e.g. workshop resources, catering etc £500 |

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| **Challenges** (What might hinder success?) | **Solutions** |
| New team of teachers, at least 33 – 50% of class teachers new to the school  Unreliable internet service  Engaging parents  Children who don’t have internet access at home | Ensuring CAT calendar supports team building and that there is CLPL on creativity and employability skills as well as digital literacy  Keep record of issues and regularly refer on to IT support  Involve parents and children in planning events  Provide catering at events  Have events at different times of the day  Lunchtime club |

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| **Specific Tasks** | **Responsibility** | **By when** | **Ongoing evaluation** |
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| **Overall Evaluation** | | |
| **Progress** | **Impact** | **Evidence** |
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